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ABSTRACT

A packet of game materials, designed to help young people better understand what the law is, what the police officer's duties are, and what pressures and fears the police officers experience daily, is presented. The game, designed for a group of 20 to 35 students, contains: Teacher's Manual, Attitude Survey Master, Observer Evaluation Master, Police Manual, Police Call Sheets, Wall Visuals, and Short Case Studies (Wall Factuals). A schedule is provided for classroom use covering from one to five class periods. Twelve role-play scenarios are included: (1) "You are called to a bar on a drunk and disorderly call"; (2) "After receiving a tip that a child is being abused by her parents, you question the parents"; (3) "You see a car full of men cruising suspiciously in a shipping district late at night"; (4) "You are called to settle a domestic quarrel between husband and wife"; (5) "You are called to investigate a prowler report"; (6) "You are called to the scene of a shooting"; (7) "You answer a medical emergency call"; (8) "You stop a person for a traffic violation"; (9) "You are assigned to patrol the area around the local high school"; (10) "You are called to investigate a shop-lifting incident"; (11) "While patrolling a concert hall, you see a group of young people standing in the parking lot smoking what appears to be marijuana"; (12) "You investigate a robbery committed by a young Asian." (BZ)

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POLICE PATROL GAME KIT

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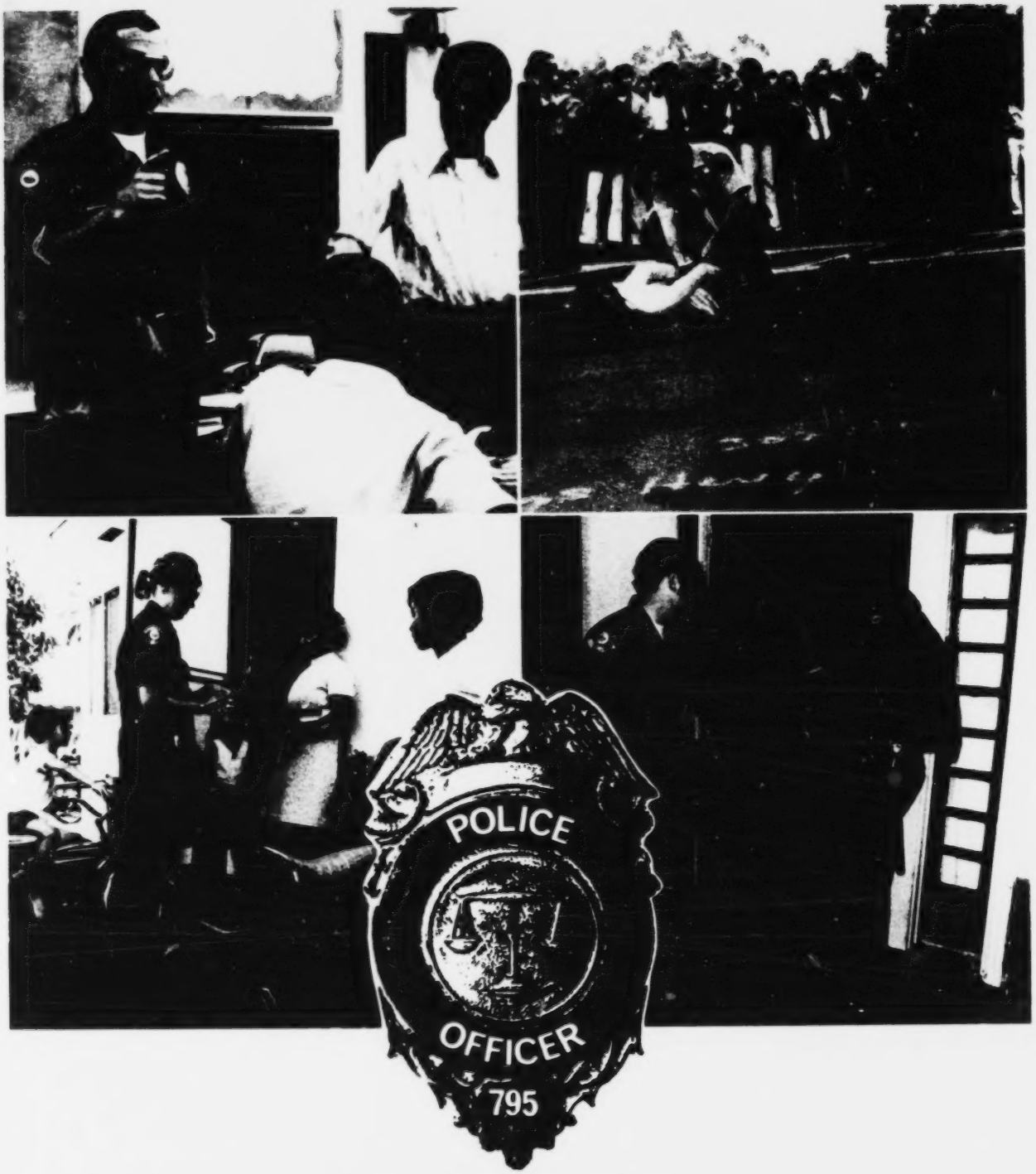

POLICE PATROL

teacher's manual

Todd Clark
Of The Constitutional Rights Foundation

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Your POLICE PATROL Game Kit contains:

1 Teacher's Manual
1 Attitude Survey Master
1 Observer Evaluation Master
6 Police Manuals
4 Police Call Sheets (12 Calls, 4 Blanks)
5 Wall Visuals (8½ x 11)
4 Wall Factuals (8½ x 11)

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Note To Teachers

Please Xerox copies of Observer Evaluation Form and Attitude Survey for each student.

INTRODUCTION

Public attitudes toward the police are a matter of great concern to society, related as they are to public cooperation with the police. Because these attitudes are usually formed in the adolescent years, any effort to improve the public's image of the police must concentrate on educating young people about the police perspective in order to improve public/police relations.

By helping young people better understand what the law is, what the police officer's duties are, and what pressures and fears the police officer experiences daily, *Police Patrol* hopes to overcome those perceptions held by the public that can create misunderstanding of the function of police. *Police Patrol* ultimately seeks to address this issue of youth/police contact—an issue which, according to much of the current research, is the key determinant of youth attitudes toward police. Only by furthering better understanding of the police officer's dilemma might it become less likely that a youth will engage in negative contact with an officer—and more likely that he or she will experience positive police contact.

WHAT RESEARCH SAYS ABOUT YOUTH AND POLICE

In 1969, when relations between America's young people and police authorities appeared to be only an incident away from civil strife, Donald Bouma's *Kids and Cops* was published. Based on data collected from a comprehensive survey of junior high students in several Michigan cities, the study revealed that, the times notwithstanding, a majority of young people held positive attitudes toward the police. At the same time, however, Bouma found that youth attitudes were linked significantly to three factors: race, sex and age. Bouma found that blacks, males and older teenagers held less positive attitudes toward the police than did whites, females and younger teenagers.

Influenced by Bouma, subsequent research focused on the interaction between the above (and other) factors and youth attitudes toward the police. For example, the Minnesota Governor's Commission on Crime Prevention and Control (1964) confirmed Bouma's finding that youth attitudes toward police grow increasingly negative during the teenage years. Bouma himself supervised another study, Rodney Mulder's dissertation, *Changing Student Perception of Police, 1968-1974* (Western Michigan University), which followed up Bouma's 1968 survey with surveys of the same Michigan schools in 1970, 1973 and 1974. Mulder found that the characteristic factors of race, sex and age were strongly linked to youth attitudes toward police, though they were not as significant as the factor of positive and negative police contact (see discussion below).

However, the research that focused on the link between the characteristic factors (race, sex and age) and youth attitudes was self-limiting, in that it could never directly address the problem of how to improve youth/police relations; clearly, race, sex and age are factors uncontrollable by police authorities. But Mulder's study, raising as it did the issue of the importance of police contact in the formation of your attitudes, did prove to be a valuable base for the research that followed.

Recently, researchers like Rusinko, Johnson and Hornung, in *The Importance of Police Contact in the Formulation of Youth's Attitudes Toward Police,*[1] and Winfree and Griffiths, in *Adolescent Attitudes Toward the Police,*[2] have reached behind the factors of race, sex and age; they maintain that the underlying determinant of youth attitudes toward the police is *contact*—positive and negative—between the individual and the police. (According to the Winfree test, negative contacts involve such things as having been stopped or arrested by the police, or having a friend or relative who was stopped or arrested by the police. Positive contacts include having received assistance from the police, having a friend or relative who received assistance, or having a friend or relative who was a police officer.)

This key determinant of youth attitudes—police contact—is a controllable one. Thus, to a certain extent, young people and the police have it within their joint control to improve their relations by maximizing positive contact and minimizing negative contact. However, the issue is more difficult than that. Both Rusinko and Winfree hypothesized that certain factors—race, sex, age and socioeconomic status—are linked to the type of contact (either positive or negative) a young person is likely to have with police. For instance, it was hypothesized that adolescents who were of minority status, male, in their older teens or poor, were more likely to experience negative contact than younger, female, or non-minority youth were. Further, this negative contact was found to serve as a mediating variable between the factors of race, sex and age and negative attitudes toward police.

Both studies found that positive contact with the police was predictive of positive youth attitudes, and negative contact was predictive of negative attitudes. More significantly, both studies went on to conclude that, rather than just being a mediating variable, police contact was *the key determinant of youth attitudes.* The characteristic factors of sex, age, race and socioeconomic status, independent of the contact factor, had only minimal relation to youth attitudes (though there was a split of opinion regarding the race factor—Rusinko believed it functioned independently of the police contact factor in determining youth attitudes, while Winfree maintained that without the police contact factor there existed only a very weak association between race and attitude).

Improving Youth/Police Relations

In summary, it can be said that there are two important strains of research which, when combined, reveal a great deal about attitude formation in young people. First, the Bouma study and the many studies in its wake have demonstrated that a majority of young people hold positive attitudes toward the police (though, according to Mulder's 1974 survey, there has been some erosion). Further, they are often willing to grant greater discretion to the police than is currently given by the law and the courts. These same studies attribute the difference in attitudes between whites and blacks to the difference in their respective socialization.

To complement the above findings, Rusinko and Winfree suggest in their studies that personal contact with police authorities will either *reinforce or change* a young person's dispositions toward police. So, because positive police contact will either reinforce an existing positive attitude or improve a negative one, and negative police contact will either reinforce an existing negative attitude or lessen a positive one, the research strongly favors efforts by both police and youth to maximize positive interaction.

Together, the Bouma and Rusinko-Winfree research should be particularly helpful to police authorities. Without the Bouma findings, police might have continued to perceive young people as more hostile than they actually are, causing their overreaction in some contact situations (Bouma's data showed police believed young people held very negative attitudes toward them). And, without the Rusinko-Winfree findings, police authorities might have been less sensitive to the importance of establishing positive contact with young people.

However, while positive contact can be increased, many types of negative contact cannot effectively be eliminated without impeding law enforcement. Therefore, what should be done is to make the negative contact less negative—an effort that will require police to recognize and understand the feelings of young people who find themselves in stressful situations. And since interaction, by

[1] *Journal of Criminal Justice, Volume 6, Number 1, 1978.*
[2] *Juvenile Delinquency: Little Brother Grows Up, 1977.*

definition, is a two-way street, young people, too, must act responsibly in such situations—they must have a better understanding of what the law is, what the police officer's duties are, and what pressures and fears the police officer experiences on a daily basis. *Police Patrol* is designed with this one principle in mind: only through better mutual understanding can improved youth/police relations be accomplished—and the keystone of all this is fewer negative and more positive youth/police experiences.

Common Perceptions of the Police Function

Before proceeding to the activities, it is necessary to discuss a few of the common perceptions that student and teacher alike have of the police function—perceptions that are often stumbling blocks to better public/police relations.

For most people, the point of view of the police is difficult to understand. Children, according to Easton & Dennis,[3] see police as those who direct and punish rather than help and enforce. Research indicates that the power of the police is what captures the imagination of children, rather than the service they provide (which, in fact, occupies most of an officer's time).

Similarly, adults often believe that police officers perform not out of any sense of dedication to the community, but rather for the pleasure that comes from exercising power over others. Adoption of this kind of view makes the job of a police officer much more difficult, since it undermines public belief in police motives—an essential belief for obtaining public cooperation with the law.

Also troublesome for the police is the common belief that the police enforce a level of morality no longer representative of society and no longer desired by the members of that society. This is usually an unfair argument; police are enforcing morals embodied in the laws of the state and the U.S. Constitution, and as long as they do so in an unarbitrary manner, they are doing their job. Attacks on the current status of morality in society should be directed at the legislature and courts, not the police. Nevertheless, there is a great deal of resentment directed at police when they enforce laws that a large percentage of the population considers unworthy of respect.

While the general public sees the police in one light only—as crime fighters—in reality, a police officer must spend substantial time on a variety of other tasks. Common non-crime tasks include various forms of social work, the handling of public protest, and medical emergencies. Until the police are given more recognition for services of this kind, certain aspects of police work will never be truly understood or appreciated by the general public.

In order for the public to understand the police officer's function (and why police feel and act the way they do), the public must understand the pressures and fears an officer encounters in the course of performing his or her duties. There is no doubt that an officer's duties have become increasingly complex in recent times—many factors have contributed: the dramatic increase in crime, the increase in possession of dangerous weapons, the passing of more stringent constitutional and statutory standards of conduct, a more critical news media, a more critical general public, and budgetary constraints. (The effect of budgetary constraints has been cruelly ironic. Because of studies which revealed the importance of close, positive interaction between the police and community, police departments across the country have implemented programs with this goal in mind, only to see many of them fall to budget cuts at the local level.)

Finally, to fully comprehend the difficulty of the police function, one must remember this: society often expects the police to solve problems that other, more popular institutions—the family and schools—have failed to effectively deal with. Based on the above facts and the frequent misconception on the part of police that they are violently disliked by most of the public, it should come as no surprise that police officers often become cynical and, sometimes, paranoid.

The following activities are designed to help young people—the optimum target group according to all the research in this field—better understand what it is like to be a police officer in modern American society. In doing so, it is hoped that young people will be more likely to engage in positive contacts with the police—and that there will be a resultant improvement in youth/police relations in the future.

SCHEDULING

Police Patrol is divided into a series of activities which can be put together in different combinations in order to accommodate various time schedules and interests. The following are suggestions of how *Police Patrol* might be used in schedules of one to five days in length. You should feel free to switch, eliminate, add to and change components to fit your interests.

For One Period

If you have only one period, it is probably best to get right into the role-playing experience. Consequently, the following activities are suggested for a one-period schedule:

Round One of Role-Playing ..... Page 5
Round Two of Role-Playing ..... Page 6
General Discussion of Role-Playing Experience ... Page 7

In order to accomplish this much in one period, activities have to be well organized and move quite efficiently. However, if possible, the role-playing and discussion should not be rushed. This means that in some instances you will be able to get only one round of role playing finished. If *Police Patrol* is being used by a police officer in the school contact program then you will probably have time for only one round of role-playing in order to allow plenty of time for discussion with the students.

For Two Periods

Period One
Attitude Survey ..... Page 6
Round One of Role-Playing ..... Page 5
Period Two
Round Two of Role-Playing ..... Page 6
General Discussion of Role-Playing Experience ... Page 7
Attitude Survey & Discussion of Results ..... Page 6

For Three Periods

Period One
Attitude Survey ..... Page 6
Round One of Role-Playing ..... Page 5
Round Two of Role-Playing ..... Page 6
Period Two
Round Three of Role-Playing ..... Page 6
Round Four of Role-Playing ..... Page 6
Period Three
General Discussion of Role-Playing Experience ... Page 7
Attitude Survey & Discussion of Results ..... Page 6

For Four Periods

Period One
Attitude Survey ..... Page 6
Period Two
Round One of Role-Playing ..... Page 5
Round Two of Role-Playing ..... Page 6
Period Three
Round Three of Role-Playing ..... Page 6
Round Four of Role-Playing ..... Page 6

[3] *Children in the Political System: Origins of Political Legitimacy.*

Period Four
General Discussion of Role-Playing Experience ... Page 7
Attitude Survey & Discussion of Results ... Page 6

For Five Periods

Period One
Attitude Survey ... Page 6
Assignment of Field Work ... Page 8
Period Two
Round One of Role-Playing ... Page 5
Round Two of Role-Playing ... Page 6
Period Three
Round Three of Role-Playing ... Page 6
Round Four of Role-Playing ... Page 6
Period Four
General Discussion of Role-Playing Experience ... Page 7
Attitude Survey & Discussion of Results ... Page 6
Period Five
Discussion of Field Work ... Page 8

For additional days or supplemental activities, use:
Police in Action ... Page 9
Role-Playing Interrogation ... Page 9
Who Wants Law and Order ... Page 10
Outside Activity ... Page 10
Post Test and Discussion ... Page 7

VISUALS AND FACTUALS

The visuals (editorial cartoons) and factuals (anecdotes/articles that raise thought questions) should be placed in a conspicuous place in the classroom—perhaps on the bulletin board—to stimulate student thought and interest. After all the students have had a chance to look at them, the visuals and factuals can be used as a basis for discussion. It is suggested that, if your budget permits, the factuals be mimeographed and distributed to all members of your class.

(NOTE: Enclosed in this Police Patrol packet is a "Master" Observer Evaluation Form. Xerox one form for each group's observer for as many rounds of role-play as you will be doing.)

ROUND ONE OF ROLE-PLAYING

(20 minutes)

NOTE: Included are 12 "Police Calls" (incident sheets) to be used in the role-playing exercises. It is strongly recommended that the class participate in as many rounds of role-playing as time permits.

Four blank "Police Call" sheets are also included, to provide an opportunity for students to be creative and design their own incidents. With these sheets, incidents particularly relevant and applicable to your student group can be created. For example, a school in a suburban or rural area might find it valuable to design incidents more typical of that locale, since the incidents we have provided tend to be more urban in nature.

1. POLICE PATROL can be played in a group of from 20-35.
2. Read to the students (or summarize for them) the following introduction to this activity:

This activity has been designed to provide students and adults with an opportunity to experience a few of the situations common to the police officer's job. It has been demonstrated through research that most citizens believe police spend much of their time "fighting crime," when, in fact, many other tasks occupy their time as well. The incidents in this game have been carefully selected to reflect a common cross-section of police patrol activity.

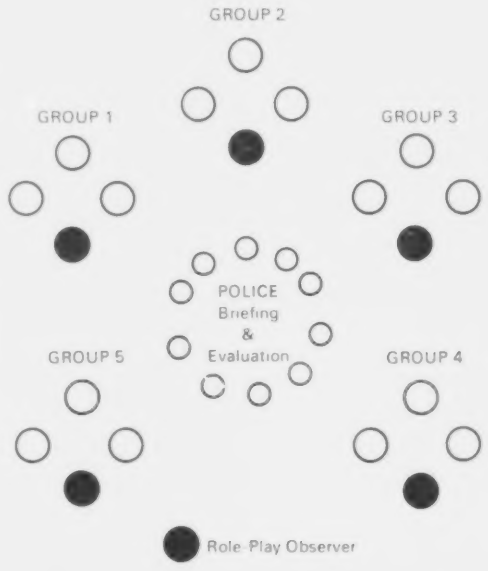
A major objective of this game is to provide students and adults with an opportunity to discuss their attitudes toward the police with others who may have had different experiences. It is not the intention of the game to teach law or correct police prodedure, but to provide a vehicle through which the role of law enforcement in our society can be discussed. The debate over the need for "law and order" has become so divided that it is of vital importance to provide students and adults with the opportunity to discuss this issue, in the hope that honest conversation and a broader understanding of the work police do can contribute to improving the relationship between young people and the police in American society.

3. Divide the class into 5 equally-sized groups. These groups will role-play incidents during the first round.
4. Select two members from each small group and send them to a circle in the center of the room. They will play police officers in the first round.
5. Select one member from each small group to act as an observer, and provide them with an "Observer Evaluation Form."

   NOTE: Enclosed in this POLICE PATROL packet is a Master Observer Evaluation Form. Xerox one form for each group's observer for as many rounds of role-play as you will be doing.)

   It is important that each observer leave his group until the group is ready to role-play the incident. The observer's function is to critique what they see. They will have a chance to role-play in subsequent rounds.
6. Organize the room as shown here:

Room Set-Up for Police Patrol—Group of Thirty



(For smaller groups the number of incident groups may be varied so that one-third of the total are in the Police Circle and two-thirds are in the incident groups.)

7. Instruct students who will play police officers to read the "Police Manual."
8. Tear off and distribute one POLICE CALL Incident Sheet to each small group.

9 Allow 5-10 minutes for each group to decide how it will role-play its incident. Each group member should have a role to play. During this period of time, the police officers in the inner circle should read their "Police Manuals," be divided into pairs, and be admonished by you to use no more force than is absolutely necessary in the discharge of their duty.

10 To provide each police team with enough advance notice of the problem they will encounter, a member of the incident group (or the teacher) should be assigned to go to the Police Circle and give the police teams *only* that information which appears in the police call. The police teams should then discuss (in 2-3 minutes) how they will handle problems that might arise when they reach the scene.

11 Each group begins its role-play, and the officers respond to the incidents as they believe the police would. Role-players should be cautioned to be as realistic as possible. For example how would youngsters caught shoplifting react to the store owner and the police? Probably neither passively nor quietly. On a medical emergency call, the ill person would not be able to help much. A drunk and disorderly call would hardly ever be quiet or peaceful. From the police officer's point of view, how should they respond to profanity, violence, contemptuous remarks, etc.?

12 As soon as the group is through role-playing their incident, the observer makes his or her evaluation to the members of the group concerned. Frankness should be encouraged; this is a most vital part of the activity.

13. The police officers should reassemble in the center circle and each pair of officers should share with the entire class the details of the incident they were called upon to handle. They should be encouraged to describe how they felt at each stage of the process. After each pair is finished, members of the incident group and/or the observer should be encouraged to make comments regarding what happened in their role-playing situation.

Special Note For All Rounds of Police Patrol: If your game group includes members who are actually police officers, ask them, *at the end of the game*, to demonstrate how one or two of the incidents should actually be handled by an officer. Also, include them as much as possible in the final evaluation. It is most important for any police officers present *not to* become involved in discussing police procedure and technique during the game, as this can quickly stall the simulation and develop into a discussion or lecture on proper police procedure. Needless to say, this is *not* the purpose of POLICE PATROL. Questions which might arise on police procedure during the game can be handled at the end.

ROUND TWO OF ROLE-PLAYING

(20 minutes)

Form new teams by having the students who served as officers for each incident group choose another pair from the group to replace them. The previous round's officers then become members of the group immediately to the left of their original group. The new students chosen as police officers now assemble in the center of the room in the "Police Circle" and are assigned to new incident groups at random for Round Two. Repeat steps 5-13, that is:

- Select one member from each incident team to be an observer
- Organize the room into groups with police officers in the center
- Instruct students who will play police officers to read the "Police Manual"
- Tear off and distribute new incident sheets
- Have incident groups plan how they will role-play the incident
- Inform police officers of the problem
- Begin the role-play, with officers responding to the "call"
- Observers' critique
- Police critique

ROUND THREE OF ROLE-PLAYING

(15 minutes)

As soon as new teams have been formed for a third (or fourth) round of role-playing, the students should be instructed to repeat steps 5-13. That is:

- Select one member from each incident team to be an observer
- Organize the room into groups with police officers in the center
- Instruct students who will play police officers to read the "Police Manual"
- Tear off and distribute new incident sheets
- Have incident groups plan how they will role-play the incident
- Inform police officers of the problem
- Begin the role-play, with officers responding to the "call"
- Observers' critique
- Police critique

ATTITUDE SURVEY AND DISCUSSION

(10 to 20 minutes)

The Attitude Survey is designed to encourage student discussion of two questions:

1. How do students feel about the police, and why?
2. If there is a change in attitude between the time of the first survey and after the role-playing experience, what aspects of the role-play brought about the change?

It is strongly recommended that the Attitude Survey be administered twice, both before and after the role-playing experience. When only one survey is administered, the class can discuss attitude changes only if individual students make voluntary disclosures of their feelings. A second survey (after the role-play) allows the class to compare student attitudes prior to the role-play with attitudes after the experience using the two sets of data. Any changes in attitude will be more clearly evident using this method.

When the Attitude Survey is given only once:

- Have the students fill out the Attitude Survey.
- Have the students participate in at least one round of role-play.
- Discuss the survey results with the students. Also, discuss any attitude changes the students may have experienced that resulted from the role-playing experience, and why these changes came about.

When the Survey is given twice:

- Have the students fill out the Attitude Survey.
- Have the students participate in at least one round of role-play.
- Have the students fill out the Attitude Survey a second time.
- Discuss the survey results with the students. Any attitude changes between the first and second surveys should be pointed out and discussed. Also discuss what aspects of the role-playing experience brought about the changes.

This survey has been designed to help you and your students find out how you feel about the police and why. The survey may also be used to get a larger sampling of youth or adult attitudes toward the police and authority in your community. (A "Master" Attitude Survey is enclosed; xerox enough for all students.)

1. Do you think the police in your community treat most teenagers fairly?
   ☐ Yes ☐ No ☐ Not Sure
2. Do you know anyone who has ever been unjustly treated by the police in your community?
   ☐ Yes ☐ No ☐ Not Sure
3. What is your present attitude toward the police in your community?
   ☐ Favorable ☐ Unfavorable ☐ Mixed Feelings
   ☐ Not Sure
4. Do you believe that most police officers in your community would refuse bribes if offered to them?
   ☐ Yes ☐ No ☐ Not Sure
5. Do you feel that police officers in your community generally avoid using physical force against people?
   ☐ Yes ☐ No ☐ Not Sure
6. Do you think police officers in your community generally treat wealthy people the same as poor people?
   ☐ Yes ☐ No ☐ Not Sure
7. Do you think police officers in your community generally treat males the same way as females?
   ☐ Yes ☐ No ☐ Not Sure
8. Do you tend to feel that most police officers in your community treat all racial groups in the same way?
   ☐ Yes ☐ No ☐ Not Sure
9. Police should have the right to use whatever means are necessary to capture and punish criminals. Do you:
   ☐ Definitely Agree ☐ Probably Agree
   ☐ Probably Disagree ☐ Definitely Disagree
10. Do you believe that law officers, like state or local police, have the right to be on school campuses?
    ☐ Definitely Agree ☐ Probably Agree
    ☐ Probably Disagree ☐ Definitely Disagree
11. If you felt that you had been mistreated by the police, what would you do about it?
    ☐ Complain to the police department ☐ Do Nothing
    ☐ Not Sure
12. Would you like to be a police officer?
    ☐ Yes ☐ No ☐ Not Sure

GENERAL DISCUSSION OF ROLE-PLAYING EXPERIENCES

(10 to 20 minutes)

Hold a general discussion of the simulation with particular emphasis on the following questions:

1. Let's look back over the incidents covered. Do they show any pattern as to the kinds of calls police deal with? For example, how many were actual crime calls? How many were service calls? Use the chalkboard to make a list.
2. What have you learned about the kinds of jobs police officers are called upon to do?
3. How did you feel when you played the police officer's role? The suspect's role? The role of the citizen in need of help? The observer?
4. What other kinds of incidents have you been involved in or heard about that were not included in the simulation?
5. What part do you believe fear plays in the interactions between police and those subject to their authority? When do you think police officers are most afraid? What might cause police to be afraid? What causes others to fear the police?
6. What effect might fear experienced by police officers have on their attitudes toward civil liberties? Politics? Suspects?
7. Does fear of the police keep people from breaking the law?
8. Try to describe the "ideal" police officer. Use examples from the game, from your own experiences, from stories you have heard.
9. Do you believe society might expect too much from the police?
10. Do you think that the police *should not* be expected to handle some of the work you have identified? What kinds of work?
11. Do you believe police departments should be divided into specialized squads which would undergo intensive training in different areas of police work (e.g., Domestic Relations Squad, Medical Emergency Squad, Youth Narcotics & Dangerous Drugs Squad, etc.)?
12. Have you ever known a police officer well enough to talk to him about his work? How did he feel about his job?
13. What would years of experience possibly do to a police officer's point of view about people?
14. Would you ever consider becoming a policeman or policewoman? Why or why not?

RECOMMENDED ACTIVITY

TESTING THE "POLICE CONTACT" HYPOTHESIS

One strongly recommended activity is to test the hypothesis that police contact—positive or negative—is linked significantly to attitudes toward the police (see discussion above).

First, the students should be asked to respond to the following questions, by "yes" or "no."

1. Have you ever been stopped or arrested by the police?
2. Have you ever received help from the police?
3. Do you have any friends or relatives who have been stopped or arrested by the police?
4. Do you have any friends or relatives who have ever received help from the Police?
5. Do you have any friends or relatives who are police officers, or know any police officers personally?

(The above questions are modeled somewhat after the questions used by Rusinko and Winfree in their respective studies.)

As you can see, "yes" answers to questions 1 and 3 would indicate that the youth has experienced *negative* contact with police, while "no" answers to 1 and 3 would indicate neither negative or positive contact. "Yes" answers to questions 2, 4 and 5 would be *positive* contact indicators, while "no" answers would be neutral. While the following measurement mechanism is crude, it should suffice for the purposes of this activity.

1. Add up the "yes answers that are negative contact indicators (i.e., "yes" answers to questions 1 and 3), and then multiply this number by two.
2. Add up the "yes" answers that are positive contact indicators (i.e., "yes" answers to questions 2,4 and 5).

(The reason why the negative contact indicator number should be multiplied by two is that the Winfree study found that negative contacts are approximately twice as important in determining youth attitudes toward the police as positive contacts.)

3. Offset each total from the other to arrive at a net negative or positive (or neutral) figure.

At the same time the students respond to the questions above, they should be asked to respond to the following attitude scale—again, by "yes" or "no" answers.

1. Police are stupid.
2. Police are mean.
3. Police use clubs on people for no reason.
4. Police try to act like big shots.
5. Police are always mad at kids.
6. Police represent trouble instead of help.
7. Police don't give you a chance to explain.
8. Police get smart with you when you ask a question.

(The above questions composed the attitude scale used by the Rusinko study. While the items are admittedly very simplistic, they have proven to be extremely reliable in determining affective attitudes toward the police.)

1. Add up all the "yes" answers to questions 1 through 8, for the total of negative attitude indicators.
2. Add up all the "no" answers to questions 1 through 8, for the total of positive attitude indicators.
3. Offset each total from the other to arrive at a net negative or positive (or neutral) attitude figure.

If a significant relation can be shown between the police contact factor (represented by a net positive or negative figure) and the young person's attitudes toward the police (also represented by a net positive or negative figure) for a substantial percentage of the students involved in the activity, then the Rusinko and Winfree hypothesis will have been supported. The activity should not stop there. Based on this finding, the class should engage in a discussion as to *why* there might exist such a relation between police contact and youth attitudes. Students should be encouraged to use their own experiences and the effects (or non-effects) such experiences had on their attitudes as vehicles of class discussion.

ASSIGNMENT OF FIELD WORK

(20 to 50 minutes)

1. The inquiry strategies of this game will focus on the attitudes of the class members toward the functions and authority of the police. To get a more complete picture of community attitudes toward the role of police in society today, encourage students to go outside the classroom to gather additional information. Three field work activities are suggested: 1) a fact-finding survey of the local police department; 2) an expanded survey of youth attitudes toward police authority; 3) a suggestion for student-constructed surveys of groups in the community.

2. Divide the class into research teams of 4-6 students. Either assign or allow students to choose field work activities. One team should have the responsibility of going to the police station to gather basic factual information; while there, students might try to arrange for a police speaker to come to the class. The other teams should develop surveys for determining community attitudes toward police. Each team should design its own survey (i.e., what group will be surveyed? what questions will be asked? what will be the responsibility of each team member?). The teams should be encouraged to conduct their surveys immediately.

3. Each team will be expected to report their findings to the entire class on the final day of these activities.

Field Work Activities

1. Find out about the police department in your community. You might also want to interview a police officer on his attitudes about youth, police authority, or the functions of the police. It might be possible for you to arrange to have a police officer come to the class as a speaker. Below are listed some questions you might want to ask at the police station. Feel free to make up additional questions you believe are needed to complete a brief, but fairly comprehensive, survey of your local police unit.

- What is the population and racial composition of the area served by your police department?
- How many officers are employed (sworn personnel)?
- How many officers are on patrol during each shift? If not evenly distributed, why not?
- What special units does your department have? Detective, Narcotics, Traffic, Vice, etc.
- What is the salary range for officers in the department at each level? Officer, Sergeant, Lieutenant, Captain, Inspector, Chief.
- Does the racial composition of the department mirror that of the service area?
- Does the department have special educational programs in the school and/or community?
- How much special training do members of the department have in community relations and what does it consist of?
- Does the department welcome visitors, maintain a "ride-along" program for adults and/or teenagers or otherwise encourage citizen education regarding the police function?
- What is the procedure for filing a citizen complaint about the conduct of a police officer?
- What is the policy of the department regarding the use of guns?
- How easy has it been to get the information asked for in this survey?

2. Get a larger sample of the survey you have previously done in class (see page 6) by having other students at your school take it. If possible, devise a system so that you can work out a breakdown according to race, sex, school class, or some other grouping present in your school. If you are really ambitious, you might take your survey to an elementary school; contact a teacher there and ask if you could administer the survey to a sample of students. You might discover some interesting results when you compare the elementary students' responses with those of your own class and school.

3. Construct your own attitude survey to be used in you community. You may wish to conduct one survey of the general population, or several surveys directed at specific groups (e.g., homeowners, college students, women and men, racial groups, religious groups, business persons, etc.). Here are some possible questions you might consider using in your surveys.

- Do you think the community would be better off with fewer police?
- Do you think that the police in the United States are criticized unfairly too often?
- Do you believe most police officers in the community would accept a bribe if offered?
- Do you feel that police officers generally enjoy using physical force against people?
- Do you think police generally treat wealthy people the same way they treat poor people?
- Do you tend to feel most police are likely to be racially prejudiced?
- Do you believe police in your community unfairly pick on young people?
- Do you believe police in your community tend to harass people with long hair or sloppy dress?
- Do you feel police in the community enforce drug laws too strongly?
- Would you call the police if you saw someone break into a store?
- Would you call the police if you saw a friend stealing a car?
- Have you ever been stopped (or arrested) by the police?

- Would you say that your attitude today about most police is: negative, neutral, not sure, or positive?
- In the past four or five years, has your attitude about the police: become more favorable, become less favorable, stayed the same?

POLICE IN ACTION

Too Much or Too Little Power

(50 minutes)

Although this unit has been primarily concerned with the social question of youth attitudes toward the police and the policy question of the role of the police in society today, undoubtedly, legal questions have also arisen during the class discussion. Since such constitutional areas as search and seizure, interrogation, and the rights of juveniles continue to be interpreted by the courts, it is important to examine how legal restrictions affect police work and conduct. Also, these legal questions go to the heart of the "law and order" controversy in America today: How much authority and power should police have? How much freedom should citizens in the United States enjoy? The following activities are designed to explore some of the constitutional questions affecting the police and the rest of us.

Listed are three "Problem Situations" which the police sometimes find themselves in. After reading each Problem Situation to the class, discuss the question following it. In each case, the problem involves a conflict between maintaining "law and order" and preserving constitutional rights guaranteed to all citizens in the Bill of Rights. In addition to getting the students to voice their opinions on these Problem Situations, try to explore the legal, political and practical issues involved. These Problem Situations might also be used for small group discussions or as part of an examination to conclude this unit.

Problem Situation No. 1

A group of 10 demonstrators, many of them young people, have stationed themselves in front of the White House to protest America's on-going trade relationship with South Africa. They chant "two-four-six-eight, eradicate the fascist state" to the beat of Jamaican reggae music. A crowd of angry citizens gathers and begins to yell abuse at the demonstrators.

In anticipation of the demonstration—the demonstrators have applied for, and then received, a permit to protest in front of the White House—six police officers had been assigned to supervise the demonstration. As the police officers look on, they themselves become the target of a demonstrators' sing-song, one that becomes increasingly upsetting to the police.

What are the police supposed to do?

DISCUSSION: The 1st Amendment of the Constitution guarantees freedom of speech and freedom of assembly. This guarantee extends to everybody, even those who have unpopular views. In fact, it is the duty of the police to protect persons who speak and assemble in a peaceful manner against those persons who want to stop the speech or assembly in question. How does the 1st Amendment apply to this case, i.e., can the police stop the demonstration? If the crowd of angry citizens threatens physical violence against the demonstrators, what must the police do? What do you think about this constitutional right?

Problem Situation No.2

A police officer has been tipped off by an informant that there has been drug-dealing activity at a certain address. Because this tip is consistent with a hunch that the officer has developed on his own—he had, on several occasions witnessed loud parties at the residence—the officer waits until the suspect steps out of the house, then breaks into the house and finds a large quantity of heroin in a closet. At trial, the defendant's lawyer requests that the judge not allow the heroin into evidence. Without the heroin, the government has no case.

DISCUSSION: The 4th Amendment of the Constitution requires that, before the police can conduct a search and seizure, they must first get a valid search warrant, unless there are special circumstances. If the police do not meet the search warrant requirement and cannot show special circumstances, then any evidence found during the illegal search cannot be used against the suspect. How does the 4th Amendment requirement apply to this case, i.e., can the government use the heroin as evidence against the suspect in order to convict him? What do you think about this constitutional right? Think in terms of a person's right to privacy versus society's interest in convicting and punishing those who break the law. How do you think the police feel about this constitutional requirement? Over the long run, do you think it's better that we have, or not have, this constitutional right?

Problem Situation No. 3

After the police find Joe's wife murdered, they arrest Joe as a suspect. Without informing him of his right to remain silent, the police proceed to interrogate Joe for five consecutive hours. Finally, Joe confesses to the murder and signs a written statement. At trial, Joe's lawyer requests that the judge not allow the confession into evidence because the police failed to inform Joe of his right to remain silent. Without the confession, the government has no case against Joe.

DISCUSSION: The 5th Amendment of the Constitution requires that, before the police can question a person in custody, they must first inform that person of his or her right to remain silent, i.e., the right not to answer any of their questions. If the police do not meet this requirement, any statement made by the person cannot be used as evidence against him or her. How does the 5th Amendment requirement apply to this case, i.e., can the government use the confession as evidence against Joe in order to convict him? What do you think about this constitutional right? Think in terms of fairness to the person—i.e., not forcing a person to incriminate him or herself—versus society's interest in convicting and punishing those who break its laws. How do you think the police feel about this requirement? Over the long run, do you think it's better that we have, or not have, this constitutional right?

Review Question:

Based on the discussions of these three Problem Situations, do you feel that the police should have the right to use whatever methods are necessary to capture and convict criminals? Explain.

ROLE-PLAYING INTERROGATION

(50 minutes)

The following role-playing exercise will involve directly four students, with the rest of the class acting as observers and evaluators. The purpose of this exercise is to give students an idea of what police interrogations are like, and to determine if the "Miranda Rights" are really necessary. You might want to improvise on the playing instructions by involving more role-players or using an actual incident experienced by a member of the class.

1. A couple is arrested and brought to the station for interrogation.
2. Information for student playing an adult male suspect:

- You have burglar tools and a set of silverware in the trunk of your car.

- You normally go on burglary raids with your girlfriend, but she is not with you tonight.
- You have, however, picked up a girl at a bar.

3. Information for student playing an adult female suspect:
- You have met this guy at a bar today.
- You do not know anything about him, but you decided to take a ride with him.

4. Information for two students playing police detectives:
- The suspects' car has been searched, and you have found a set of burglar tools and silverware in the trunk.
- You are positive that both suspects are guilty of burglarizing a residence near the arrest site; you have been hot on the trail of a male-female burglary team for a month.
- After stating the "Miranda Rights" (refer to page 4 of the "Police Manual" in the Student Booklet) try to get both of the suspects by using means you think are necessary; you might even decide to "forget" to give the suspects their "Miranda Rights."
- At the beginning of the interrogation process, question the two suspects separately, so that each does not know what the other has said.

5. The rest of the class observes what happens.

Evaluation Questions:

1. Do you feel the police acted fairly during this interrogation?
2. Refer to the "Miranda Rights" printed in the "Police Manual" section of the *Police Patrol* game in the Student Booklet. Should police be required to state these rights to suspects before they start their questioning?

WHO WANTS LAW AND ORDER

"Conference on Law and Order"

(50-100 minutes)

All members of the class can participate in this role-playing simulation. The purpose of this activity is to demonstrate how difficult it is to get agreement on the meaning of "law and order" from the different interested factions. Try to encourage the participants to work out a compromise acceptable to at least the majority.

1. Divide the class into the following participating role groups:
- Police from several large cities in the U.S.
- Mayors representing major American cities (this group selects one member to chair the Conference)
- A group of young black people from low income neighborhoods
- Reporters from several big city newspapers.

2. *The Conference Question:* Should the police forces of the U.S. be stregthened by increasing police manpower, providing to police more effective weapons and control devices (e.g., mace, radar, rubber bullets, hollow-tip bullets, etc.), eliminating some of the legal restrictions on police authority (e.g., Miranda Rights, search warrants in some cases), and making the penalties for assaulting or killing a police officer more severe?
3. *Planning Session:* Each role group prepares a brief opening statement on the Conference Question and selects a spokesman.
4. *Conference Session:* Each group spokesman has an opportunity to express his or her group's position on the Conference Question. The Chair of the Conference is selected from and by the group of Mayors. He or she recognizes group spokesmen and individuals who wish to contribute to the Conference discussion.

Evaluation Questions:

1. Analyze what happened at the "Conference." If there was a good deal of dissension, explain why this developed.
2. How do you actually feel about the Conference Question?

Suggestions for Classroom Speakers:

- A community relations officer from your local police department
- Your Chief of Police
- A regular patrol officer
- A criminal lawyer
- A trial judge
- A juvenile probation officer
- A neighborhood legal services lawyer
- A public defender
- A representative from one or more organizations interested in the role of police in society today (e.g., American Civil Liberties Union, John Birch Society)
- A local political representative (e.g., mayor, city councilman, state legislator, your Congressman)

OUTSIDE ACTIVITIES

Field Trips and Other Activities

- Arrange a field trip to your local police station or police headquarters.
- Arrange to visit a trial court in session.
- Encourage students to participate in police "ride-along" programs.
- Encourage students to attend a session of the community police commission or civilian police review board.

POLICE PATROL

attitude survey

This survey has been designed to help you and your classmates find out how you feel about the police and why. The survey may also be used to get a larger sampling of youth or adult attitudes toward the police and authority in your community.

1. Do you think the police in your community treat most teenagers fairly?
   ☐ Yes ☐ No ☐ Not sure

2. Do you know anyone who has ever been unjustly treated by the police in your community?
   ☐ Yes ☐ No ☐ Not sure

3. What is your present attitude toward the police in your community?
   ☐ Favorable ☐ Unfavorable ☐ Mixed Feelings ☐ Not Sure

4. Do you believe that most police officers in your community would refuse bribes if offered to them?
   ☐ Yes ☐ No ☐ Not sure

5. Do you feel that police officers in your community generally avoid using physical force against people?
   ☐ Yes ☐ No ☐ Not sure

6. Do you think police officers in your community generally treat wealthy people the same as poor people?
   ☐ Yes ☐ No ☐ Not sure

7. Do you think police officers in your community generally treat males the same way as females?
   ☐ Yes ☐ No ☐ Not sure

8. Do you tend to feel that most police officers in your community treat all racial groups in the same way?
   ☐ Yes ☐ No ☐ Not sure

9. Police should have the right to use whatever means are necessary to capture and punish criminals. Do you:
   ☐ Definitely Agree ☐ Probably Agree
   ☐ Probably Disagree ☐ Definitely Disagree

10. Do you believe that law officers, like state or local police, have the right to be on school campuses?
    ☐ Definitely Agree ☐ Probably Agree
    ☐ Probably Disagree ☐ Definitely Disagree

11. If you felt that you had been mistreated by the police, what would you do about it?
    ☐ Complain to the police department ☐ Do Nothing ☐ Not Sure

12. Would you like to be a police officer?
    ☐ Yes ☐ No ☐ Not sure

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Observer Evaluation Form

So that you can maintain a fair degree of objectivity, please do not participate in the discussion of your group's incident prior to the role-play.

It is your responsibility to observe the contact between your group and the police. After the incident has been fully presented, it is your job to evaluate what has happened. Use the check list to get started. Then you will present and discuss your impressions with the group.

1. **How many of the incident role-players were:**
(mark the number in front of each item)

_____ realistic

_____ too positive and friendly to the police

_____ too negative, hostile and violent to the police

_____ totally unrealistic - overplayed their roles

2. **The police role-players were:**

_____ realistic

_____ too polite and willing to please the others

_____ too negative, hostile and violent with the others

_____ unrealistic - overplayed their roles

3. **From the standpoint of fairness, I believe the:**

police should have _____

others should have _____

4. **In real life, I believe the following would have happened:**

_____

_____

_____

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_____

_____

_____

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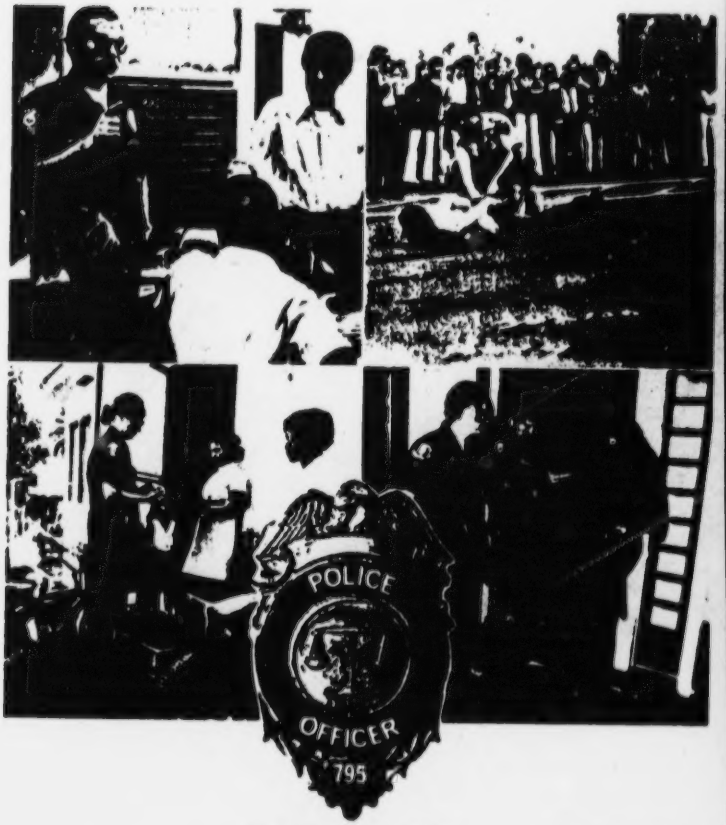

POLICE PATROL

police manual

Todd Clark
Of The Constitutional Rights Foundation

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THE POLICE OFFICER'S DUTY

"As a law enforcement officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence and disorder; and respect the Constitutional rights of all men to liberty, equality and justice."

DEPARTMENTAL REGULATIONS

1. You cannot use unnecessary force, and your firearm can only be used in self-defense or to protect another's life;
2. You must ***always*** make an arrest if:
   - you serve an arrest warrant
   - a citizen signs a complaint for a citizen's arrest;

   You ***may*** make an arrest if:
   - there is "probable cause" to believe a person has broken a law (or you may warn and advise or issue a citation).
3. *Stop-and-frisk:* If you have the "probable cause" necessary to arrest a person or you have a good reason to believe a person has committed, or is about to commit, a crime—then, you may "frisk" that person. In addition to a frisk, you may search the area immediately within the person's reach for weapons.
4. *Probable Cause* (4th Amendment Requirements): This means, when applied to arrest, a strong belief based on fact that a certain person has committed a crime. To make an arrest, you must have probable cause.

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For Example: You see a person running out of a building with a typewriter being chased by someone yelling "Stop, thief!"

Probable cause also applies to searches and seizures and is required for obtaining a search warrant or for making a search under certain exceptions when a search warrant is not required. (These exceptions involve situations when requiring a search warrant is impossible or would spoil all chances of seizing the evidence.)

For Example: Because a car which contains evidence can be moved out of reach in the time it would take to get a warrant, there is a "moving vehicle exception" to the warrant requirement. *Probable cause, however, is still essential.* And even when the "moving car exception" would apply—you have stopped a car for "hit and run"—if you do not have evidence that narcotics are in the car, you cannot search for and seize them.

Miranda Warning (5th Amendment Requirements): When you make an arrest, but before you can interrogate a suspect about the criminal behavior involved, you must make the following statement:

a. You have the right to remain silent.
b. Anything you say can and will be used against you in a court of law.
c. You have the right to talk to a lawyer and have him/her present with you while you are being questioned.
d. If you cannot afford to hire a lawyer, one will be appointed to represent you before you are questioned, if you wish one.

Waiver: A person who has been given his/her Miranda Warning may say he/she is willing to talk. In such a case, you must ask these questions and get a "yes" answer before you can interrogate the suspect:

AILABLE

e. Do you understand each of these rights which I have explained to you?
f. Having these rights in mind, do you wish to talk to us now?

CAUTIONS

- Always be on guard to protect yourself, your partner and other citizens from attack and injury.
- Handcuff anyone you take into custody.
- Be prepared for unusual public reactions when you are present.
- Treat all people firmly and fairly.
- Treat all people equally: the law is "blind" to race, sex and religion or status.

THE POLICE OFFICER'S POINT OF VIEW

It is important to realize that the tasks undertaken by the police are those which society has thrust upon them. Often, legislatures pass laws making certain kinds of activities illegal, but the enforcement of those laws falls to the police. It is also true that the problems turned over to law enforcement for management are problems for which society could think of no other solution.

On patrol, the police must try to fairly enforce society's law, be polite and courteous to citizens with whom they come in contact, follow procedures which have been established by the courts and their superiors, solve a number of problems not connected with law enforcement at all, and respond to each call quickly and efficiently.

We hope participants in this simulation will discover that the police have a job which is far more difficult and demanding than is generally understood.

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As you think through the responsibility of playing the role of a police officer, consider the following short paragraphs. These statements are an effort to characterize the attitudes of many law officers regarding their work:

"Many people think police like authority and get kicks out of throwing their weight around. This just isn't true. Most police officers become cops to help people."

"Like everybody, young police officers are idealists—hopeful about people—but, after years of experience, their idealism is affected by the negative contacts they have with people. Some cops become hostile and cynical; some hard and realistic; and, somehow, a few retain their idealism."

"The police generally see people at their worst: frightened or hostile."

"The police officer must be constantly on guard to protect him or herself from violence. The rise in attacks and killings of officers makes it difficult for the police officer to be as relaxed, casual or friendly as you might like."

"Most police departments have increased efforts to hire members of minority groups as officers. These efforts, however, have not been tremendously successful. Almost no minority group youth want to be police officers."

"Black and Brown police officers often have a difficult time explaining their occupation to other members of their racial group. They also can find it difficult to get along with some fellow officers."

"Police tend to like order, stability and absolute standards of behavior. They often resent those who seem to threaten their personal standards in such matters as courtesy, grooming, clothing and attitudes toward hard work."

police call: one

You are called to a bar on a drunk and disorderly call.

Design an incident involving a drunk and disorderly man in a bar who has threatened violence against another person. Keep in mind the following questions:

Does it make any difference to the police whether the bar is in a black, brown or white neighborhood?

If the drunk resists arrest, what should the police do?

If the call had said that the drunk was armed with a gun, how differently do you think the police would have reacted to the situation?

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police call: two

After receiving a tip that a child is being abused by her parents, you question the parents.

Design an incident in which the police question parents regarding suspicious injurious to their child. Keep in mind the following questions:

How might the parents react to being accused of child abuse?

Do the police have a special duty to protect children, who are less able to take care of themselves?

Where do you draw the line between parental discipline, with which the police should not interfere, and child abuse?

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police call: three

You see a car full of men cruising suspiciously in a shopping district late at night.

Design an incident in which the police stop a car that is cruising suspiciously. Keep in mind the following questions:

What would make the police suspicious that something is going on?

Do you think the police will treat the people in the car differently depending on whether they are black, brown, white, or speak no English?

How do you think innocent people will feel and act when they are stopped by the police?

police call: four

You are called to settle down a domestic quarrel between husband and wife.

Design an incident involving a fight between husband and wife that is violent enough that the neighbors call the police. Keep in mind the following questions:

Considering that most murders happen in the home between people who know each other very well, do the police have a special responsibility to intervene in this kind of case?

Do you think the police should stay out of family affairs?

Since many homes have at least one gun, are the police in any danger?

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police call: five

You are called to investigate a prowler report.

Design an incident in which a lonely, frightened old couple report hearing a prowler outside their home. Keep in mind the following questions:

If the old couple are always calling the police, and the investigation always turns up nothing, do the police have a duty to hurry to the old couple's aid, or even go at all?

Do you think the police have a special duty to look after the elderly in high crime areas? Think about the restrictions on manpower imposed by tighter local government budgets.

Do you know of any community programs or organizations that help the police in guarding the elderly against crime?

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police call: six

You are called to the scene of a shooting.

Design an incident in which the police are called to a house where they find the husband shot to death and the wife the only person there. She says she didn't do it. Keep in mind the following questions:

What must the police do in order that the wife's constitutional rights are protected?

Can the police ever presume that a suspect knows his or her rights already, such that they don't have to go through with a reading of these rights?

How do you think the police feel about such constitutional requirements?

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police call: seven

You answer a medical emergency call.

Design a serious emergency in which the person in question is close to death. Keep in mind the following questions:

What can the police do to save the person?

How does the average person feel and act when he or she sees someone close to death? How differently does society expect the police officer to feel and act under the same circumstances?

What difference does it make whether the person is suffering from a personal medical problem, is a victim of an accident, or a victim of a crime?

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police call: eight

You stop a person for a traffic violation.

Design an incident in which a police officer stops a person for a traffic violation and the person acts suspiciously. Keep in mind the following questions:

How does a person feel and act when he or she is stopped by the police?

Can the police officer "frisk" the person, that is, pat-down the person's clothing?

Can the police officer look through the person's car with the hope of finding something illegal?

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police call: nine

You are assigned to patrol the area around the local high school.

Design an incident in which the police are faced with a group of young people sitting in front of the school during lunchtime, smoking, littering and carrying on loudly. Keep in mind the following questions:

Is this a problem for the school authorities or the police?

Is there any way the police can deal with this situation without causing the young people to dislike them?

How do young people feel toward the police if they *think* the police are always watching over them?

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police call: ten

You are called to investigate a shop-lifting incident.

Design an incident in which a shop-keeper has reported catching a youth shop-lifting, and the police are called to the scene. Keep in mind the following questions:

How do you think a young person feels to be caught shop-lifting?

Should the police arrest the youth, or do something less drastic, such as taking the youth home and talking to his parents, etc.?

Should people report any and all crimes that they know about?

What else could the shop-keeper have done instead of calling the police?

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police call: eleven

While patrolling a concert hall, you see a group of young people standing in the parking lot smoking what appears to be marijuana.

Design an incident involving a police officer stopping the young people and investigating into whether they have marijuana. Keep in mind the following questions:

Will the young people think the police officer is just picking on them? If so, how will they act in a concert atmosphere?

Do *you* think this is an example of the police picking on young people?

How do you think the *adults* in the community feel about police enforcement of marijuana laws?

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police call: twelve

You investivate a robbery commited by a young Asian.

Design an incident in which the police stop and question young Asians who fit the general description provided by the robbery victim. Keep in mind the following questions:

How do you think innocent people will feel and act when they believe they are being stopped and questioned only because of their race?

If the police believe that the Asians they stop and question will be hostile toward them, how will the police act?

Do you see a problem of a "vicious circle"?

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police call

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"SHE THREW HER SWORD AT US...."

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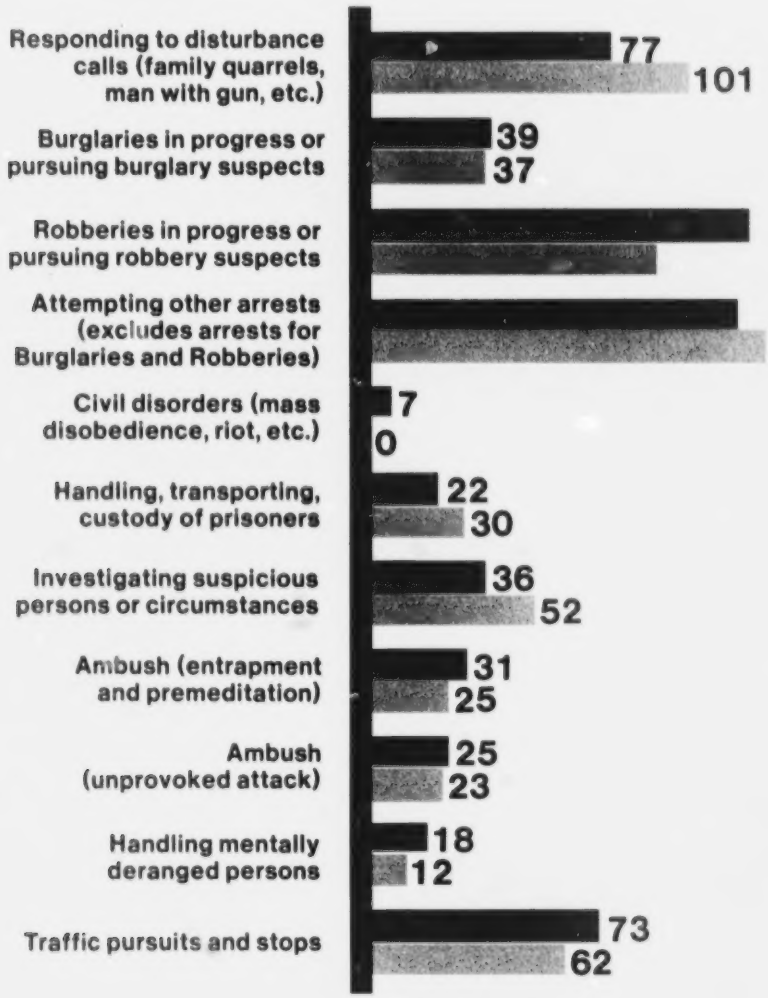
From FBI Uniform Crime Reports

SITUATIONS IN WHICH LAW ENFORCEMENT OFFICERS WERE KILLED 1969-1978



1969-1973 565 KILLED

1974-1978 558 KILLED

1969-1978 Total: 1,123 KILLED

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From FBI Uniform Crime Reports

CRIME CLOCK
1978

one
CRIME INDEX OFFENSE
every 3 seconds

one
VIOLENT CRIME
every 30 seconds

- **one** **MURDER** **every 27 minutes**
- **one** **FORCIBLE RAPE** **every 8 minutes**
- **one** **ROBBERY** **every 76 seconds**
- **one** **AGGRAVATED ASSAULT** **every 57 seconds**

one
PROPERTY CRIME
every 3 seconds

- **one** **BURGLARY** **every 10 seconds**
- **one** **LARCENY-THEFT** **every 5 seconds**
- **one** **MOTOR VEHICLE THEFT** **every 32 seconds**

The crime clock should be viewed with care. Being the most aggregate representation of UCR data, it is designed to convey the annual reported crime experience by showing the relative frequency of occurrence of the Index Offenses. This mode of display should not be taken to imply a regularity in the commission of the Part I Offenses; rather, it represents the annual ratio of crime to fixed time intervals.

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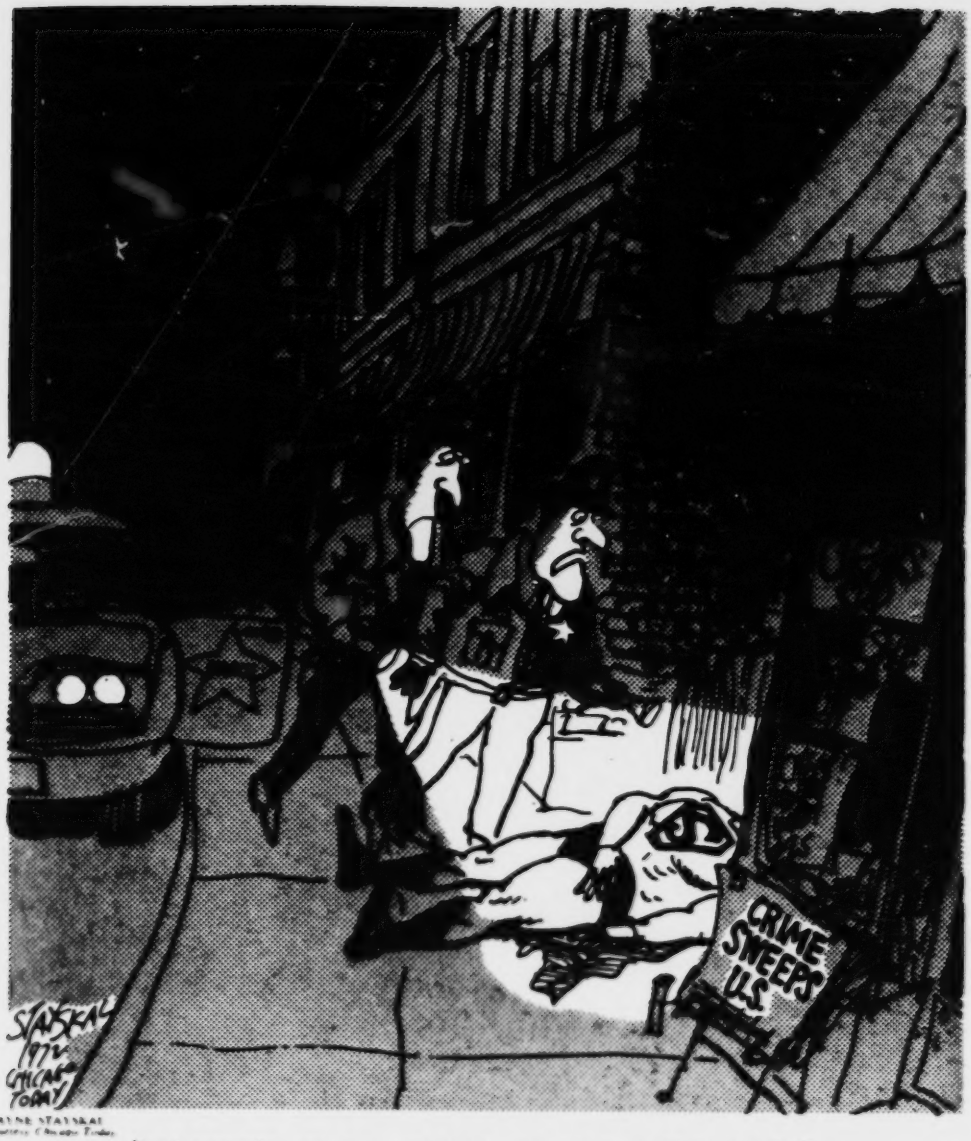

"WHERE'S IT ALL GOING TO END, O'BRIEN?"

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the police officer's view

"If I Live to be a Hundred, I'll Never Understand!"

"The guys I feel sorry for are the new ones, the guys straight out of the Police Academy. How they'll ever adjust to this city, I'll never know. About the time they get used to working with the Blacks, they'll be moved to the Chicano area. Then, by the time they're used to that, theyll go out West. When I started, things were much easier—you knew who your friends and enemies were. Now, you never can tell. Just last week, two officers were killed answering a medical emergency call. Imagine going to help somebody! Not a robbery or a silent alarm or anything! Just a medical emergency.

"As if things weren't bad enough, now we have to worry about being accused of using excessive force and police brutality. Let me tell you, until you've been a Cop under pressure to protect yourself and innocent citizens, staring down the barrel of a gun, knife, whatever, you don't know how difficult it is to make a split-second decision that may affect not only your life, but the lives of many other people . . . not to mention possible legal proceedings and the threat of losing your job. Everyone is worried about the criminal and his legal rights, but what about dead cops? Isn't anyone worried about us?

"I often wonder how I ever got into this work anyway. You'd think we were getting huge salaries to put up with what we do. Sometimes I think my wife would be better off on welfare.

"Then there's the problem of rights. It's getting so hard to arrest a man correctly that we really need a lawyer in the car. You arrest a guy, give him his rights and ask him questions, but why should be answer your questions? You've just told him he doesn't have to! If you are lucky enough to make an arrest that the D.A. will file on, the court will probably throw it out on a technicality, or else the judge and the lawyers will plea bargain, and some guy who deserved 10 years will get probation.

"What I'd like to know is, why are we stuck with all this crap? I mean, who gave us the problems that we deal with every day? Why do the kids take drugs? Why do we have to worry more about the lives of attacking criminals than ourselves? It's not our fault they choose to attack and threaten us, but everybody thinks we have perfect, pre-planned responses to every possible incident that could occur! All we can do is play it by ear and hope we've done the right thing. Doing the wrong thing can mean then end of our lives, and—even if we live—a possible police brutality charge or suspension.

"No, I'll tell you, if I live to be a hundred, I'll never understand."

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keeping the peace

'This Bum Keeps Beating Her Up!'

"We have this neighbor who is some kind of a sadist or something. At least once every week or so he gets drunk and really gives it to his wife. Sometimes we don't hear anything over at our house, but every once in a while it really gets rough. You can hear them yelling and screaming and running around and throwing things. One time while I was watching, the lady almost got out of the house. The door opened, and she started out, but he grabbed her, pulled her back in and slammed the door on her hand! Well, that was all I could take. I called the cops. I wouldn't tell'em who I was 'cause I sure didn't want to make his list, but they came anyway.

"They knocked on the door, and pretty soon it opened. There was the guy standing there talking to them just like nothing had happened at all. Pretty soon his wife comes to the door, and boy, did she look beat up! Well, I guess as soon as she was sure it was the cops, she started yelling about what her husband had been doing to her. I could hear her clear over at our place. She was telling them to arrest him. The cops didn't seem to want to, which surprised me a lot, cause the woman really looked bad. Finally they did take the guy away.

"The next day when I got home from school, the guy was back home again. Man, I thought, what kind of deal is that, a guy beats his wife up, and the cops won't even keep him in jail.

"Well, the most surprising thing of all is that the cops didn't let him out all by themselves. His wife had to go down and sign a complaint against him and she just would't do that. So things are just like they've always been. Every couple of weeks this bum keeps beating her up."

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what else do they do?

'Thank God, They Got There Fast'

"I live in an apartment house. You know, one of the kind with a swimming pool. They didn't use to let people with small children live there. Last year they changed the rules so they could fill all of the apartments, and several families with little kids moved in.

"Two weeks ago I was walking down the outside stairs facing the pool. I saw something funny in the water. It looked like some little kid swimming underwater with all his clothes on. Well, my mother had said somebody was going to drown ever since the little kids got there, so I ran over fast to see what was in the water. It was an unconscious little kid in the shallow end. I reached right down and grabbed his arm and pulled him out. He really looked weird. I guess I also started yelling 'cause people started coming over fast. Somebody yelled to call the cops. Somebody else grabbed the kid and started giving artificial respiration, you know, the old kind where you push on the back.

"Well, it couldn't have been more than a couple of minutes until I could hear a siren. By that time the little kid's mother was there, yelling and just about out of her mind. In a minute, these two cops came running in. One of them grabs the kid and starts doing that mouth-to-mouth resucitation that they showed us about in P.E. class. This one keeps working on the kid. The other asks for the mother, and then, almost as quick as they came they were gone with the kid and the mother.

"That kid was really lucky. They got him to the hospital and saved his life. I couldn't believe it. I thought he was dead for sure. Thank God, the cops got there fast."

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on the other hand

'I Was Just Driving Home from the Movies!'

"I was taking out a new girl. I had my brother's car and was really trying to be a big man. After the show we stopped off for pizza, and I suppose it was about 12:30 or 1:00 o'clock when we really started for home. I was driving slow because I wasn't in any hurry to get there. I can't remember doing anything unusual at all.

"All of a sudden, the car behind turned out to be a cop. On goes the red light. Well, I couldn't figure out what was happening, but I sure stopped as fast as I could. As the officer approached the car, I got out my driver's license. I've always been scared of cops for some reason, and so my hand was shaking. I hoped the girl wouldn't notice because it would be embarrassing to show that I was scared.

"When the cop got to the car, I rolled down the window. He said, 'Out of the car, boy!' I got out, and he made me lean up against the side and then kicked one of my legs out so far I thought I was going to fall down. Then he searched me or patted me down or whatever they call it. He didn't find anything so I thought he would let me stand up straight, but he made me stay where I was. Then he asked my girl to get out of the car. He asked her to open her purse, and he looked inside with his flashlight. Then he had her put the purse back in the car and told her to stand in front of the car in the light. After that, he searched the whole car. He was really thorough; he looked in the glove compartment, the ash trays, under the seats. He even pulled the back seat loose and just left it that way. Then he took out the keys, opened the trunk and took out everything he found there and laid it on the ground. When he still didn't find anything, he said, 'Don't let me catch you out this late again, boy.' Then he went back to his patrol car and just drove off.

"I don't think it's fair to treat people like that. He just left me there with my car all torn up without any explanation or anything. At least he could have told us what he was looking for or something."

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